

Daily Lesson Plan

Instructor(s): 8 th Grade ELA Unit 4: Poetry: O Captain, My Captain by Walt Whitman	Date:
Lesson: Unit 4: Poetry: O Captain, My Captain by Walt Whitman Parts of this lesson written by Nancy Hall taken from http://www.pbs.org/civilwar/classroom/lesson_whitman.html And Secondary Solutions-Lesson Plan on Walt Whitman’s O Captain, My Captain. See packet provided.	Unit 4: Poetry: O Captain, My Captain by Walt Whitman
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): What is the secret to reaching someone with words?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: Walt Whitman, journalist and poet, created poems that are boldly American in style and substance. He idealized American leaders and workmen, chronicled Civil War battles, praised 19th Century technology, and memorialized Abraham Lincoln. While his perspective changed as the nation developed, Whitman’s poems retained their democratic spirit and faith in the American experiment. During the Civil War Whitman visited soldiers in Washington, D.C., hospitals, ministering to their needs and recording the experience in newspaper articles, letters, and poems. The poet considered his years with the wounded soldiers the defining period of his life.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • analyze historic events and concepts recorded in Whitman’s poems • examine conditions in Civil War hospitals and the poet’s reactions to those conditions • evaluate Whitman’s role as poet, historian, and American visionary • Understands the sources and character of cultural, religious, and social reform movements in the antebellum period. • Understands the causes of the Civil War • Understands the course and character of the Civil War and its effects on the American people • Demonstrates competence in the general skills and strategies of the writing process. • Demonstrates competence in the stylistic and rhetorical aspects of writing. • Gathers and uses information for research purposes. • Demonstrates competence in the general skills and strategies for reading a variety of literary texts. • Demonstrates competence in the general skills and strategies for reading a variety of informational texts . 	
<p>CCLS for lesson: Standards:</p> <p>RI.1; RL.2; RL.3; W.1; W.1.b</p>	
<p>Materials/Resources: “O Captain, My Captain” by Walt Whitman Historical Content and author biography. Use provided pack to assist with lesson. Find...Videos on the Civil War Find...Text on the Civil War</p>	
Instructional Strategies (Differentiation of Teaching and/or activities):	

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<p>Whole Group- Teacher introduces poem and gives in depth background on Walt Whitman and the Civil War.</p> <p>Use resources provided as well as other visual tools such as videos/documentaries on the civil war, Abraham Lincoln, etc.</p>	
<p>Students will know: (Content/Concepts)</p> <ul style="list-style-type: none"> Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to write arguments to support claims with clear reasons and relevant evidence. Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	<p>Students will do: (Skills)</p> <p>Identify textual support and evaluate its meaning.</p> <p>Determine the author's purpose and explain if the purpose was indeed accomplished.</p> <p>Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.</p> <p>Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
<p style="text-align: center;">Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)</p>	
<p>Vocabulary:</p>	<p>rack: the shaking or straining of something as in a storm racking a ship</p> <p>trills: to play a musical instrument with a quavering sound</p> <p>victor: the winner</p> <p>exulting: rejoicing</p> <p>grim: stern, depressing, or unpleasant</p> <p>Terms</p> <p>weather'd: an abbreviated form of the word —weathered. It means to have endured a hardship and succeeded.</p> <p>port: a harbor for a ship; the safe place for a ship to dock</p> <p>keel: the ship; the keel of the ship is the central structure of the ship that keeps it stable</p>
<p>Do Now:</p>	<p>What do you know about the Civil War? Write down a few brief statements or</p>

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	points specific to the Civil War.
Mini Lesson: <i>Steps for Building Background</i>	Note Taking: Cornell Note-Taking Method Teach the elements of poetry pertaining to this particular poem. O Captain, My Captain.
Students Practice & Apply New Knowledge (60% of the Lesson)	
Group Work and/or Independent Work:	<p>Memories of President Lincoln :</p> <p>Analyze one of the poems written in response to the death of Abraham Lincoln: "O Captain! My Captain!" or "When Lilacs Last in the Dooryard Bloom'd". Indicate how the content and style of the poem reflect the impact of the President's life on the nation as well as grief over his loss.</p> <p>Write an obituary for the slain President. Compare your article with one of Whitman's poems memorializing Lincoln.</p> <p><u>Task 1:</u></p> <p>Write an essay in which you analyze the form and structure of the poem "O Captain! My Captain!". In your essay, begin by analyzing the following elements of "O Captain! My Captain!" rhyme, rhythm and meter, line length, stanza divisions, punctuation, capitalization, and spacing. Explain how these elements, both individually and together, contribute to and support the poem's meaning and effect. Cite evidence to prove your statements.</p> <p>In your essay be sure to revise your work to correct any run-on sentences r sentence fragments. Place phrases and clauses within sentences to clarify the relationships between ideas. Finally, correct misplaced or dangling modifiers.</p> <p><u>Task 2:</u></p> <p>Give an oral report/presentation of an essay in which you analyze the impact of specific word choices in the poem "O Captain! My Captain! " In your essay analyze the impact of analogies and allusions. Analyze the impact of words such as rack and grim and determine how the contribute to the overall meaning and tone of the poem. Consider how the word choices affect mood, meaning, and tone in the poem. Cite evidence to prove your statements.</p> <p>In your essay and oral report/presentation organize your key points and support them with examples from the poem. Before your presentation, consult a print or online dictionary to find the pronunciations of unknown words. Deliver your presentation to the class. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Task 3:</u></p> <p>O Captain, My Captain" by Walt Whitman is an elegy, as it was written to honor the death of a person. The poem is a symbolism poem resembling president Abraham Lincoln after his assignation.</p> <p>Write an essay in which you present the main theme depicted from the poem "O Captain, My Captain" by Walt Whitman. First introduce the poem, and state its</p> </div>

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